DOCUMENT RESUME

ED 222 244 PS 013 089

AUTHOR Jones, Cynthia Cavenaugh
TITLE Leadership and the Use of Power in ECE Administration.
INSTITUTION Early Childhood Education Administration Inst., Rockville, MD.
PUB DATE 80
NOTE 52p.
AVAILABLE FROM ECE Administration Institute, 1370 Canterbury Way, Rockville, MD 20854 ($4.95).

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Administrator Guides; *Administrator Role; *Early Childhood Education; Job Satisfaction; Leaders Guides; *Leadership; Leadership Qualities; *Program Administration
IDENTIFIERS Likert (Rensis); *Power

ABSTRACT

This guidebook for administrators of early childhood programs discusses effective leadership and use of power in program management. Leadership is defined as planning for change to improve an organization. Power, differentiated from authority, is defined as an ability to influence others' behaviors; power is always granted by the people over whom it is exercised. The discussion of leadership includes suggestions for eliciting superior effort from employees and parents and lists characteristics of successful leaders. Much of the discussion is based on Rensis Likert's theories of organizational variables (causal, intervening, end) and management systems. The discussion of power identifies five sources of power (reward, coercive, legitimate, referent, expert) and explores ways leaders can increase the effectiveness of their social interactions. In conclusion, techniques are outlined for influencing causal variables and for building loyalty, gratitude, or a feeling of self-worth among staff members. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED222244

The Early Childhood Education Administration Institute presents

Leadership and The Use of Power in ECE Administration

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Cynthia C. Jones/ Early Childhood Admin. Inst.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS013089

Written by Cynthia Cavenaugh Jones, M.Ed., Director Early Childhood Education Administration Institute, President ECEAI

The Early Childhood Education Administration Institute

The Early Childhood Education Administration Institute is a tax exempt non-profit educational organization, formally organized in 1978. Since 1975, the Institute has been providing graduate and undergraduate credit workshops and courses for early childhood teachers, directors, supportive personnel, supervisors and administrators. Training may also be taken for no credit. Programs are offered at Trinity College in Washington, D.C., and at Webster College in St. Louis, Missouri, and on-site nationwide. ECEA Institute objectives are met through sponsorship of courses, seminars, conferences, and through the production of books and cassette tape recordings. Training available includes courses on child development and curriculum, as well as beginning and advanced courses in providing a more effective administrative foundation for centers and programs. The ECEA Institute works with agencies, schools and centers to enhance the quality of life of children, parents, staff and directors.

Publisher's Note

To expedite the appearance of this material in book form, the text has been reproduced directly from typescript. Use of this format eliminates the considerable time and expense required for detailed composition of print processes that sometimes delay or prevent publication of significant materials whose specialized content require prompt publication.

Copyright 1980 by the Early Childhood Education Administration Institute. All rights reserved. No part of this publication may be reproduced, in any form or by any means, without prior written permission of the publisher except in cases of brief passages in reviews or articles, citing this publication.

To order materials and/or to be placed on the ECEAI mailing list, write or phone the Early Childhood Education Administration Institute,

1370 Canterbury Way
Rockville, Maryland 20854
(301)279-5736

The Early Childhood Education Administration Institute presents

Leadership and The Use of Power in ECE Administration

© Early Childhood Education Administration Institute 1980

Mailing Address: Trinity College
Washington, D.C. 20017

DEDICATION

This book is dedicated to all early childhood Administrators who support families by inviting parents as well as children into their programs.

TABLE OF CONTENTS

	Page
LEADERSHIP AND THE USE OF POWER	1
Leadership	1
Getting the Minimum Effort or the Maximum Effort.	5
Characteristics of Successful Leaders	11
Provide Social Support for Workers and Groups	
Provide High Task Orientation	
Provide a High Degree of Technical Expertise	
Maintain a High Degree of Role Differentiation	
Provide General Supervision	
The Use of Power	18
Sources of Power	21
Reward Power	
Coercive Power	
Legitimate Power	
Referent Power	
Expert Power	
Social Exchange - How to Make Interactions Work For You	25
Popular Leaders	
Idiosyncrasy Credit	28
LEADERSHIP ENABLERS	
A Certificate of Recognition	35
"_____" Day Care Center Seal of Approval	36

Page

Teacher of the Month 37

Recognition of Staff at Board Meetings Through Notes Written by Parents 38

Secret Santa or Holiday Fun 39

Meet the Staff 40

Swap Day 41

Staff Recognition Day 42

Acknowledgements 43

BIBLIOGRAPHY 44

LEADERSHIP AND THE USE OF POWER

"The aides and the teachers in my center are barely speaking to each other and my office is too small to meet with them all at once," wailed a director. Is there help for such daily problems? Leadership principles can offer new insights to those responsible for providing well run, quality programs for children. Working with young children is one of the most important kinds of work to which a human being can devote his life.

Leadership

Leadership in early childhood education administration means planning for change. Leadership behaviors are designed to gain change for the improvement of the organization--not just for change's sake. Administrative behavior and responsibilities may reside in the same person, as leadership responsibilities, but these just keep things going: committees, policies, regulations--these are areas that fall under administration. Administration alone is not leadership, however, it is just using old processes to obtain old goals. Leadership would be using new processes to gain old goals, or old processes to gain new goals, or even new processes to gain new goals.

In day care or preschool, an example of an old goal might be the development of happy, competent children. A new process to gain this might be to have the staff brainstorm types of training they want or need, and then to plan 4 to 8 training sessions (with their help) from this list. A new goal gained through old processes might be to open another branch of a center in a new location, using the same administrative foundations and sequence of steps used to open the first center. An example of a new goal gained through a new process might be to add a parent workshop series with topics planned by parents in brainstorming, with parent chairmen to run it. The possibilities are endless.

How does a director make significant changes to gain better quality results? Usually this requires long term changes that may take one or two years to plan, and two or three years to implement. This requires leadership. Under the terms of social exchange (Jacobs, 1971, p. 237), leadership is:

> An interaction between persons in which
>
> 1) one presents information, of a sort, and in such a way that

2) the other is convinced that the benefits to him/herself will be greater than to you (cost-benefits improved), and,

3) the interaction avoids direct confrontation

4) and moves the persons or groups towards goals without making status or power differentials obvious.

A good example of this can be found in the story of a Midwestern public school superintendent. His school system was in a small town in the middle of flat, hot, dusty farmland. He always managed to hire crackerjack assistant superintendents--competent men on their way up. How did he do this? He told them that if they would do their best work for him for four years, he would then write them a top letter of recommendation to any of the biggest school systems in the country that they chose. (They could see their cost-benefits as being improved). The superintendent made it clear that he didn't expect them to stay with him forever, just for

the four years. Without this leadership gesture which provided the young men with a chance to see their own direct benefits in giving their boss their best efforts, this superintendent might have had assistants quitting in one year. Or he might have had a hard time enticing able people to his locality at all.

Obviously this type of leadership requires interpersonal interaction skills to persuade persons. Some prefer an authoritarian type of leader and some prefer a humanitarian type of leader. The choice will depend on:

the situation

the leader

or the followers

Getting the Minimum Effort or the Maximum Effort

Usually when an employee goes to work there is an "employment contract" either written or unwritten in which the employee will accept direction and provide effort without question. This is called a "minimum effort"--basically what must be provided without serious risk of getting fired.

One goal of leadership is to obtain, at least part of the time, individual effort that far surpasses this minimum. To obtain this greater effort, there must be some sort of process that leads the individual to be concerned about the achievement of organizational objectives for reasons other than just his or her pay and fringe benefits. The employee must be genuinely concerned about the welfare of the Center itself (have identified with it) or must feel that the goals themselves are right and proper. Either will lead to a superior effort. This person takes pride in saying, "I work for the best center in town."

Perhaps the most important aspect of the interaction between adults and the center is that the interaction must reflect to the adult that the center considers him important, and of personal worth in himself. Each person has a strong need to feel accepted and esteemed by others. To the extent that the center communicates a

feeling of personal worth and support to the individual whether staff or parent), the individual will feel rewarded and in exchange will feel motivated to repay the center through greater cooperation and encouragement of the other adults and the children. (However, this happens best when she knows that she will get even more "esteem" if this behavior is continued and improved upon.)

One large system of day care centers in Philadelphia has a wonderful example of gradually improving rewards in their parent program. Hourly records are kept of how much time each parent "gives" the center whether in parent-officers meetings, field trips, classroom assistance, checking out library books, painting equipment, or any of the myriad ways centers can help. Parents write in their hours on a chart in the hall by their child's room. This writer has forgotten the exact count for each reward but one summer in a workshop, the director reported something like this:

> "For 10 to 15 hours of help, the parent got a corsage;
> For the most number of hours helped, the winning parent got a TV set for their child's room;
> The runner(s) up that year got a gold neck chain."

Each year the parents' committee voted in new "prizes" and earned the money to pay for them as part of their fund raisers.

Commitment is very slow to build

But commitment is very easy to destroy!

Rensis Likert in his two books, New Patterns of Management (1961) and The Human Organization (1967), found that organizations have three sets of variables. If you want to effect long term change you must have input into the first set, which then affects the second set, and then the third set. These variables are:

1) Causal Variables - The organization has some control over these: policies; interpersonal relations; salary; fringe benefits; rules and regulations; and hours.

2) Intervening Variables - These include perceptions, attitudes and loyalty which build, based on the causal variables.

3) End Variables - These result from the attitudes and loyalty in a center and include as an end goal happy, competent, children (our definition of productivity for the early childhood world); cooperative staff or parents; or on the negative side, waste, pilfering, turnover of staff, and absenteeism.

Figure 1

Likert Model

VARIABLES

Causal		Intervening		End
Policy)		Perceptions)	WHICH	Happy, competent children
Rules)		Attitudes)	CAUSE	Productivity
Salary)	CAUSE	Loyalty)		Waste, Pilfering
Interpersonal Relations)				Lateness
Hours)				Turnover, absenteeism
				Cooperative staff and parents
6 mo.-2 yrs.		6 mo.-2 yrs.		

Remember the need to consider the time factor in the above process. The time or "organizational lag" needed is six months to two years between sets of variables for each column to effect a change in the next column.

If undesirable behaviors in the end variables are found when this chart is applied to a specific center, plans can be made to start a change in the causal variables. Perhaps it is time to have the staff as a group review and update staff policy. Salary is a problem in the early childhood work world, but almost all of the other causal variables can be changed to better benefit or accommodate the staff, and create better feeling and more loyalty.

An example of a simple change illustrating the effects of causal variables can be seen in the story of Mary, an aide. Mary was always 20-30 minutes late for work in the morning, upsetting the staff-child ratio, during those 20-30 minutes. The Director had spoken to Mary several times, with no change resulting in the lateness. Finally in a one-to-one conference, the Director learned that Mary had a six year old child that left for school at 8:15 a.m. Mary's bus to the center left at 8:00 a.m. and she usually missed it. This Director quickly saw that a tender-hearted person like Mary wasn't about to leave a crying six year old, for any job. So she adjusted Mary's work schedule to start and end half an hour later.

Mary was very grateful (intervening variable) for this understanding attitude on the Director's part and was loyal to the center and kind to the children for the rest of the time she was employed there (several years).

The time lag in this change in Mary's perception from feeling that this was just a job with inconvenient hours to a feeling of gratitude occurred considerably faster than the six months on the chart, but then this was a small change.

Unfortunately, this chart works in reverse, too, and where there is waste, absenteeism, staff turnover, and unhappy children, a director or an observer might find disloyal staff who perceive the policies and regulations as harsh and unfair or have other complaints (whether justified or not). This would be a larger problem and might take the full two years for attitudes to change, after some of the causal variables had been changed.

Because of this time lag, it is important never to judge a program, and perhaps drop it, after only one year. When a new director comes in, she sees many things she might want to change. She should write these in a spiral notebook and start changing the two most important choices. This is a "building trust" time so the changes should come gradually. However, after a year if she looks at the four areas she has chosen to work on, (two every six months), noticeable improvement may be hard to find. The Likert Model suggests the benefits of waiting another year before dropping these efforts, as attitudes and perceptions change slowly, but are well worth waiting for.

Characteristics of Successful Leaders

In studying large companies with many branches, Likert compared the thirty most successful managers with the thirty least successful managers in the same company. He found that the major factors of difference between these two groups fell into five categories. The successful managers were able to:

1) Provide social support for workers and groups. This was found to be the most important characteristic and is a causal variable that a leader can control to build good attitudes.

2) Provide high task orientation. These leaders were always clarifying the overall goals of the organization and reminding workers of their importance.

3) Provide a high degree of technical expertise. These leaders knew their fields. They took courses and workshops to keep up professionally, and thus they were able to be problem solvers and help train their workers.

4) Maintain a high degree of role differentiation. While these leaders were friendly with their staffs, they didn't "go out and get drunk with the boys" or share details of their recent divorce. By being sure to do the things that only a leader can do and not always being tempted to "pitch-in with everyone" they served their organizations better. This is not to say that they didn't pitch-in sometimes (such as when the fishtank breaks), but they reserved time for planning and keeping up with professional reading.

5) Provide general supervision. This means not nosy and specific supervision, but meeting with groups of people in a general way. The concept here is that workers are hired, because they are competent, and are trusted to do a good job. General training and direction is offered at staff meetings. It was found that specific, close supervision makes people feel mistrusted. Even nosy praise can "hem people in." People who feel mistrusted immediately develop attitudes

of disloyalty and non-support for the organizational goals.

Providing these five conditions created a "climate" that led to happy, competent children and other positive results.

People want a leader who can be a focal point. A leader who:

1) Gets supplies (increases resources)

2) Provides goal orientation and facilitates group attainments

3) Resolves conflicts between people

Likert divides organizations into 4 types:

System 1: "exploitative authoritative";

System 2: "benevolent authoritative";

System 3: "consultative"; and

System 4: "participative group." (See Figure 2)

Figure 2

Rensis Likert's Four Systems of Management

Which Are You?

(1)	(2)	(3)	(4)
Workers afraid to talk to management	Workers less afraid to talk	Workers fairly free to talk	Extensive friendly interaction People really working with you Productive problem solving not Win - Lose Management knows what workers' problems are

In extensive (300-400) studies, he found that when organizations changed from one system to four system management, their income changed from 15% to 20% less than their projected budget, to 15% to 20% more than their projected budget. This benefit of a system four management style, characterized by extensive, friendly interaction with people, reflects the fact that the most valuable asset of any organization is its people. When a Director gets "over task oriented" she's selling short her most valuable asset--people--at half price. In fact, when the "let's run a tight ship" "clean it up" "let's have less noise" etc. gremlins come in, the most productive employees leave first, as they get offers elsewhere.

Treasurers and Boards often don't have the vision to build towards a system four management, and suggest short-term budget oriented solutions to problems. The specifics of how you apply system four management goals, varies with the individual organization. People have to be treated well in order to want to put any extra effort into changes. This boils down to the fact that leaders need to respect each individual's human dignity, within his or her own framework.

If a director or supervisor would like to find out what system her program is, she can ask any employee "How much confidence and trust do you feel your superior has in you?" The formula for a successful organization is supportive relationships (including opportunities to advance), plus high performance goals and technical competence.

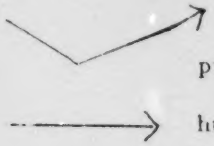
Supportive relationships + High performance goals +

(Needs opportunities to advance)

Technical Competence = Successful Organization

Most of Likert's research is based on perceptions which may not reflect what's really going on, but the perceptions are what counts (they affect the end variables).

When you first start to build attitudes, loyalty, and perceptions, "productivity" may decline in the first 6 months.



because resources previously all were put into productivity. Some people may have been "just waiting" to let you know their problems. But in this phase of "building attitudes" to survive you can:

1) Use up inventory

2) Borrow

3) Cut back in other ways

In the long run, a worker that feels respected will be much more willing to give the center, "the best center in town," his or her

maxinum effort. This leads to it really becoming the best center in town, and to everyone associated with it taking pride in providing really excellent care for young children.

The Use of Power

Sometimes power is erroneously defined as negative and coercive because the positive aspects of power have been listed under leadership. However, the following definitions of power as distinct from authority, will be used here.

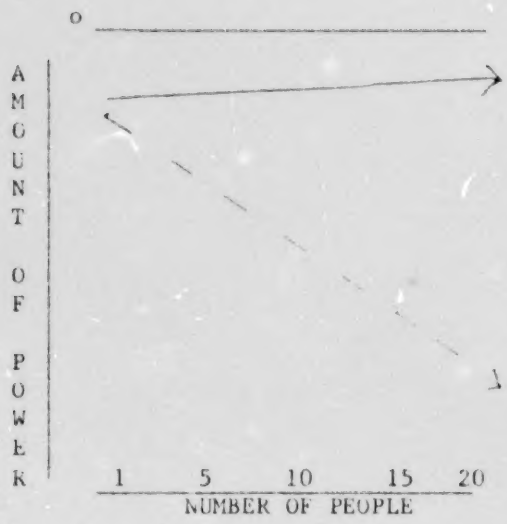
Definitions of Power

Power is - The ability to influnce other's behaviors
(Always granted from below, that is, by the people over whom it is exercised.)
People will even die--rather than change for some people.

Authority is - The vested right to try to influence others
(Always granted from above.)

Power has to be earned.

Power actually increases when you give it away. There are more ideas and more workers involved. Some people think the more power they give away the less they have (a few elementary school principals are good examples of this).



Power actually increases when you give it away. (More ideas and workers are involved.) Some people think the more they give away the less they have.

Suppose Director Smith approaches her Board and says, "We need to have a fund raiser this spring, and I think Mrs. Williams and Mrs. Adams should co-chair it." What happens? Mrs. Williams and Mrs. Adams suddenly find that they are much too busy to help out this spring and they are sooo sorry. However, if Director Smith turns the power of deciding how to solve their fund raising problem over to her Board, she may find she winds up with three fundraisers: a "no-bake sale," a fair, and a center-wide picnic. Each person liked their project so well they were ready to work on it, and the center benefited. The total amount of "power" was multiplied.

However, there are times when a Director needs to take the lead and be "in charge."

Two things determine whether or not these power attempts will work:

1) The potential costs and the potential consequences of the change the leader is initiating and

2) The workers' view of the Director's responsibility. The director needs to consider their view and change it by giving them information about her responsibilities if necessary. This is a good time to develop joint goals to solve the problems creating the need for changes.

Working as a group to develop joint goals also implies that positive potential consequences of the change being initiated, include the leader's valuing the staff's input and ideas. Naturally, this would help to offset a potential cost of the change being initiated--large or small--such as the rearranging of schedules or classrooms, or even coffee breaks.

If you get the staff into a coalition in your favor they will accept many more of your ideas. To do this talk one-to-one with staff members. Hopefully, this coalition would include the entire

staff, but if the majority or even a few workers understand the change and have had time to make suggestions in informal chats, the coalition will help the leader reduce her costs. A coalition risks costs to the leader, but it more often will help the leader to avoid costs. (That is, the costs involved with presenting an idea and having it turned down.)

Sources of Power

There are five different sources of power described in management theory and administration can be helped by combining two or three of these to "widen it's power base." Remember, power is the ability to influence others and is always granted from below in this definition. These sources of power, therefore, are ways you can seek to influence others' behavior:

1) Reward Power. This derives from the capacity of one person to reward another person in some way in exchange for their compliance with desired behavior. This compliance is expected to happen without supervision and works best when the results of the person accepting direction and providing effort can be seen. If a director sees good teaching or good relationships with children, it is important to give praise or a smile right then, as so much of what is important in early childhood is not tangible and cannot easily be seen at just any time. If it has been reinforced at the time, then it can easily be referred to later when the Director is giving the person a raise, or selecting a "teacher of the month" to be featured on

a bulletin board.

2) Coercive Power. Coercive power is not just withholding rewards, but it is the capacity to actually inflict something negative on a person, such as lowering her hours or dismissing her. The outcome of the use of this kind of power is not good and it tends to cause workers to "cover up," to lie, to turn in false reports and in general to sabotage the goals of the organization. In Early Childhood Education, coercive power is particularly undesirable as physical punishment is prohibited with the children and if it is used, causes these undesirable results in children also.

3) Legitimate Power. Legitimate Power is just that: the Director is the Director (holds that job) so people expect her to lead and ask them to do things. However, the efforts to change made by the leader must appear to be "reasonable and correct" to the group or else the leader will need to "inform them of her point of view" or have them understand more about her responsibility. Elected officials also have "legitimate power."

4. Referent Power. The source of this power is that people find the leader so attractive, competent, and understanding, that they want to identify with her. They wish to please the director by seeking to do as she asks. This is the kind of leader who "inspires" people and often they have no idea of the power that person has over them. This is one of the most powerful sources of power and a valuable one for all early childhood administrators, as it is important for staff and administrators to also model ways to inspire the parents and children.

When a person models his behavior after a leader, it allows the leader great influence over the person. People do things then because:

they like the leader,

they want to do something the leader might like, and

they want to be like the leader

People will have different areas in their lives, or groups of reference, which might each have a different referent person, such as: work life, social life, family life, or religious life.

5. Expert Power. This lies in the workers' view that the administrator has more knowledge and ability in a given area. This is an easy power source to add to, by updating knowledge with workshops and courses, and keeping up with professional reading--and talking about it--whether in staff training or informally. People will provide support and follow directions without supervision in relationship to how expert they think the leader is.

When dealing with other peoples'

ideas,

work, or

property

one should always maximize the person's self-esteem and give credit at the end of a project when it is successful. The person will be grateful to be saved from the embarassment of criticism.

Social Exchange - How to Make Interactions Work For You

The basic concept behind social exchange, which can be applied to leadership, is very much like a checking account. A leader can have a plus or minus balance of "credit" and he or she can add to this or subtract from it. In exchange theory the central question is why a group member subordinates himself to someone of higher status. When a leader starts out he or she usually has a neutral balance. Then:

1) Everything the leader says builds plus or minus credit.

2) The follow-up on what he says builds plus or minus credit - getting resources as promised, etc.; and

3) The reward or punishment of those doing well or poorly towards organizational goals, builds plus or minus credit.

Many times the leader starts off with a slight plus credit, because she is "the leader" unless the leader or director before her has done an unusually poor job. In the latter case, a leader would start off with a slightly minus credit and allow a longer time to "build trust" remembering the three suggestions above.

When a leader begins her job, the organization can put a publicity item in the newsletter to help give her a plus credit start. However, there is only limited carry-over effect from past leaders as credit is mostly based on the new individual, and what she does. A new leader also has a small plus credit as people just assume she has access to resources.

Good change is often slow and deliberate. A new director needs to have the group at least not in opposition to her. If the group doubts the leader, they may try to split the cohesiveness of the group. Some individuals will work slowly and cautiously to split the staff. This, of course, ruins the organization. In order to prevent this, the leader:

1) Has to make the proposed reward great enough to keep people quiet and working.

2) Shouldn't promise anything she can't deliver.

The leader always gets more credit:

1) She has a plus to begin with and it grows, but she also gets more damnation. Directors should decide if they want this and have the competency for it.

2) Maybe a given individual has other competencies.

Social exchange is popularity-based. Mostly it is based on workers liking to be with the leader. This leader makes people feel good about themselves. The followers feel that they are helpful to this kind of leader and like being helpful to her (referent power).

Popular Leaders

> Can tolerate, accept, and appreciate a wide range of values--they are not dogmatic.

A leader of course can never know how employees will interpret her behavior, or what they'll do. Leaders can hope, though. Most groups develop fairly strong informal organizations. The goal is to have the goals of this network be the same as the goals of the center (example: Having the best center in town).

Idiosyncrasy Credit

Idiosyncrasy credit, sometimes called personality credit, develops slowly, over time. The term idiosyncrasy directly refers to the number of idiosyncrasies (or peculiarities) the Director, or new leader is allowed to have.

A new director or principal may come in and see lots of things she wants to change in the program. In workshops for directors, the Institute always advises participants to write all these good ideas in a notebook to use later when their fresh perspective may have worn off and they can't identify the needs as clearly. Then choose only two new ideas to begin implementing the first six months. The second six months she can choose two more. One director handles this in a "letter to the Staff" which is the first page in her staff handbook. (The staff handbook includes schedules, policies, rules, calendar, etc.). In this letter she tells her philosophy either in general or for the year:

> "Our philosophy this year will emphasize <u>respect</u>.
> Respect for children, respect for adults,
> respect for materials and respect for new ideas."
>
> or
>
> Our philosophy this year will emphasize physical
> fitness' including a new piece of playground
> equipment and much more nutritious snacks."

Following the paragraph on philosophical topics she includes a paragraph on her two idiosyncrasies.

"I just would like to remind you that I get more upset than I'm happy about when I see someone spank a child for wetting or dirtying his pants. I'd like to ask you all to honor this as a request from me. This year I'd like to particularly have a special emphasis on the children singing more during the day.

"Thanks for being such a great staff. This center wouldn't be the best center in town if it weren't for each person's special efforts. I want you to know how much I appreciate them."

Sincerely,

Sue Smith, Director

The idea here is that she gets to have two idiosyncrasies--even if they are a little unusual--just because she is the director. This builds with time and with her abilities in social exchange and interactions. Generally, leaders have a greater positive balance of idiosyncrasy credit. Studies show over and over again that workers at least want a fair exchange or even that they prefer getting more back in return for their efforts. If they feel they gain self-esteem and status from working in a good center where their extra efforts are especially valued they will begin to feel that they are getting a fair exchange. The amount of credit a leader gets is based on the perceptions of the group members relative to the accomplishment of group goals. A leader, therefore, should let the group know when the center is praised or group goals are being met in a way in which the staff may not be aware.

To Gather Credit A Leader Must:

1) facilitate group attainments and the group has to know it. (Can't tell them - they get their perceptions through interactions.)

2) resolve conflicts

3) increase resources

Exchange behaviors for leadership are partly learned in early childhood. Children build high self-esteem and a strong self-concept at an early age. They learn that they are desired, loved and popular. This in turn helps them to take risks and to make decisions. Because they are popular they are asked to make decisions or to risk jumping off the bottom step first.

But adults as well as children can learn to value the pay-offs which result from risk-taking (such as asking the staff to implement one change). Adults as well as children can learn to accept failures that can also result from risk-taking. By learning from their mistakes adults and children can say, "I won't make the same mistake twice" or "I can usually do something to help correct a wrong decision."

Adults can learn leadership behaviors, to take risks and to value the pay-offs. It is difficult to change your behavior and to maintain it over a long period of time. In stress situations your behavior won't change too much, if it's fairly consistent with your most comfortable style, whether it is "human oriented" or "task oriented."

Some leaders understand how others perceive them and some don't. The ones who don't keep going out on a limb and getting no support. To read perceptions, leaders have to read peoples' behavior, their slouches, for instance. They need to be sensitive and "read" people. If a leader doesn't feel she has support it is better not to take a stand but discuss the issue more and more ahead of time, informally, in one-to-one conversations. Stress can block some of this discussion, or perceptions, so a relaxed situation, over coffee or food of some kind, might be in order. (At one spring staff meeting the director provided fresh strawberries and powdered sugar to dip them into. She had just run out on her lunch hour to pick up the two items at the store. The originality of the idea gave everyone a lift.)

The more valuable the leader is perceived as being, the greater the credits, rewards, and money or salary can be that he or she receives. Just as directing one day care center can help

families and improve the quality of life for children, directing three day care centers or even adding twenty more slots, can help an increased number of families and children.

LEADERSHIP ENABLERS

The following leadership enablers are just a few ideas for possible changes in causal variables which will help to build loyalty or gratitude or a feeling of self-worth in persons, and may lead to a climate conducive to high quality child care. Many other types of causal variables are possible such as encouraging workers to take courses and workshops, improving personnel policies, hours, or schedules and any discussed in the text.

A Certificate of Recognition

Benefits : Building self-esteem and positive attitudes towards the program for the staff. Showing that their efforts are noticed and appreciated.

Time Needed : 30 - 45 Minutes per month

How to Do (Casual Variables):

1) Make certificates or "Happy grams" based on notes in each teacher's file (See diagram).

2) Present the certificate at staff meeting or share the information about it at staff meeting.

_____ Day Care Center
Date_____

A Personal Note
To: Susie Williams

Thank you so much for previewing the new six month goals for Child Development at our total staff meeting. You did a great job!

_____
Director

Did it Work? : Was the certificate appreciated? Was her work attitude changed? Did it make a difference? (Intervening Variables)

Other Possibilities: Give certificates to childen or parents.

"----------" Day Care Center Seal of Approval
(Your Center Name)

Benefits : Developing a staff file of arts and crafts activities to be used in the center program.

Time Needed : One hour.

What You Need: Arts and crafts books borrowed from the library.

How to Do (Causal Variables :

1) Everyone takes a book and looks for "good" activities and put in a bookmark.

2) Staff votes on choices (gives it their "Seal of Approval").

3) File chosen activities under appropriate titles: pasting, printing, cutting, etc.

4) File activities for whatever age you need: 6 to 12 years olds for the after-school program; 2 to 6 year olds for your day care program.

Did It Work? : The Director or head teacher asks at staff meetings for feedback on activities tried and for any success studies (Output variables).

Other Possibilities: Use books on games, music, woodworking or any topic on which the saff wants to build a file.

Teacher of the Month

Benefits : Building self-esteem and feelings of self-worth for teachers.

Time Needed : 30 Minutes - Once a month.

How to Do (Causal Variables) :

1) Make a chart of teacher goals, jobs and activities that are important as a group in staff meeting.

2) Casually observe class areas or classrooms at intervals of 2-3 days.

3) Keep a record on a checklist.

4) Make a bulletin board of "Teacher of the Month" based on goals met.

5) Give a special small gift or buy lunch for the teacher chosen.

Did It Work : After a few months take note of whether teachers are working towards the goal of Teacher of the Month (Output Variables).

Other Possibilities :

Try Teacher of the Year.

Try Child of the Month for perfect attendance.

Try Parent of the Year or Parent of the Month (Brainstorm activities at a parents' meeting)

Recognize six months of Perfect Attendance for teachers.

Do a bulletin board on yourself if you accomplish some difficult tasks or goals.

Recognition of Staff at Board Meetings

Through Notes Written by Parents

Benefits	:	Building self-esteem of staff and reinforcing staff strengths. Keeping the Board informed and giving the Board knowledge of "good child care" activities. Improving staff and parent and/or staff and board relations.
Time Needed	:	5 Minutes every 2 months.
How To Do (Causal Variables)	:	1) Mention in a parent newsletter that the director would welcome notes from parents praising teachers' strengths. 2) Keep a file and present the notes at Board meetings.
Did It Work?	:	Does the Board seem to have more concrete or positive feelings about the program or the teachers? Do they seem to be learning through this experience? Is the Director's choice of staff reaffirmed? Does the staff enjoy receiving additional recognition from someone other than the Director? (Intervening Variables)
Other Possibilities	:	Verbal praise by parents; or parents might put together a "Staff Scrapbook" for presentation on a special day. This can be shared with the Board also.

Secret Santa or Holiday Fun

Benefits : Building concern and understanding about each other for staff. Building staff interaction.

Time Needed : For 5 days: 5 minutes a day of school/center time and 15 minutes a day of home or work time.

How To Do (Causal Variables) :

1) Each staff member hangs a stocking in a central place.

2) Staff draws names for the person for whom each will be Secret Santa.

3) Each day each Secret Santa sneaks her "gift" into the stocking of the person whose name she drew.

4) Inexpensive, homemade, funny, and creative gifts are to be used. For example, if the teacher likes burned popcorn, Santa fills the stocking with burned popcorn one day. Obviously, Secret Santa has to learn a lot about her "person."

Did It Work? : Do teachers want to do similar things throughout the year? Do teachers ask to draw names in October so they have plenty of time to think of gifts? (Intervening Variables)

Other Possibilities : Have a Secret Ghost or Secret Bunny. Instead of stockings, have staff hunt gifts each day in a scavenger hunt.

Meet the Staff

Benefits	:	Informing parents and other staff about a particular staff person: their background, skills, hobbies, family, etc. Motivating staff, building self-esteem, and giving recognition.
Time Needed	:	Once a month - 15-30 minutes.
How To Do (Causal Variables)	:	1) Write an article for the parent newsletter about a different staff person each month. 2) Interview the staff person or let them help write the article, if you wish.
Did It Work	:	Is the staff person chosen proud to see the article and to be recognized or "chosen"? Is she happier and more motivated? Do other staff look forward to their ~~turn? (Intervening Variables)~~
Other Possiblities	:	Try also selecting a "Child of the Month" or Week.

Swap Day

Benefits : Encouraging teaching diversity and sharing idea.

Time Needed : 15 minutes - 2 days per week.

How To Do (Causal Variables) :

1) On the first day spend the 15 minutes writing an informal classroom activity. List how it is done and materials needed.

2) On the second day use the 15 minutes to discuss the activities with another teacher, swap places with her, and implement the activity.

Did It Work? : Did it generate enthusiasm and teacher interaction? Did it encourage creativity? (Intervening Variables)

Other Possibilities: Swap classrooms for longer parts of the day or for a full day.

Staff Recognition Day

Benefits : Recognizing special achievements and highlighting the worth of the staff's work.

Time Needed : About 2 hours sometime during the year. The Director will need to spend some time planning and setting this up.

How To Do (Causal Variables) :

1) Call in substitutes or mothers to stay with the children and invite all the staff to a tea (or whatever you decide).

2) Have special refreshments.

3) Talk about how worthwhile the work of providing quality care for young children is, and how well it is being done.

4) Give each staff person a small gift, such as a small pin that is a symbol.

5) Give something special to staff that have an unusual accomplishment during the year, such as having received a degree, having had good attrendance, or having been with the center a long time.

6) Invite other interested persons in addition to the staff.

Did It Work?: Does the staff ask if it will be done every year? Is the staff morale improved? (Intervening variables)

Other Possibilities: Write up special achievements in a staff newsletter.

ACKNOWLEDGEMENTS

Special thanks to Roger Jones and to Roger C., Michael, Steven and Allison Jones for their patience over the last five years while the material for this and future books was being developed.

The ECE Administration Institute acknowledges the creative thinking of Workshop Participants in St. Louis, Missouri, and Baltimore, Maryland: Chris Harris, Eileen Immkeen, Carolyn Rybicki, Mavis Davies, Beverly Contini, Peggy McKeal, Kathy McCoy, Virginia Turner, Connie Hall, Debbie Sauder, Maxine Schuler, Lynn Zick, and Lilli Kautsky.

BIBLIOGRAPHY

Ackoff, Russell L. A Concept of Corporate Planning. Philadelphia: John Wiley & Sons, Inc., 1970.

Beach, Dale S. Managing People At Work: Readings in Personnel. New York: John Wiley & Sons, Inc., 1975.

California Council of Parent Participation Nursery Schools, Inc. Pointers for Participating Parents. San Francisco: Author, 1968.

Decker, Celia Anita, and Decker, John. Planning and Administering Early Childhood Programs. Columbus, Ohio: Merrill Publishing, 1976.

Fiedler, F. E. Leadership. New York: General Learning Press, 1971.

Hartman, Barbara, and Hewes, Dorothy. A Workbook for Administrators. San Francisco, California: R & E Associates, 1976.

Herzberg, F., Mausner, B., and Snyderman, B. The Motivation to Work. New York: John Wiley & Sons, Inc., 1959.

Jacobs, T. O. Leadership and Exchange in Formal Organizations. Alexandria, Virginia: Human Resources Research Organization, 1971.

Likert, Rensis. New Patterns of Management. New York: McGraw-Hill, 1961.

Likert, Rensis. The Human Organization. New York: McGraw-Hill, 1967.

Maslow, A. H. Motivation and Personality. New York: Harper & Row, 1954.

Prescott, Elizabeth, et al. Day Care, Vol. 2. Day Care As a Child Rearing Experience. Washington: National Association for the Education of Young Children, 1972.

Rickards, Tudor. Problem Solving Through Creative Analysis. Epping, England: Gower Press Limited, 1975.

Stevens, Joseph H., and King, Edith W. Administering Early Childhood Education Programs. Boston: Little Brown & Company, 1976.

Vroom, Victor H., and Yetton, P.W. Leadership and Interpersonal Behavior. New York: Holt, Rinehart and Winston, 1961.

Leadership and The Use of Power

The Author

Cynthia Cavenaugh Jones - Founder and President of the non-profit Early Childhood Education Insitute. Mrs. Jones, a graduate of Cornell University in Human Ecology and a 1981 doctoral candidate in Early Childhood at the University of Maryland, has been co-author of six other publications: A Family Affair: Eduction; Three R's Plus; and Take Homes Kdg., 1st, 2nd and 3rd Grades. She is the originator of programs presented nationwide on early childhood administration, including workshops and courses for credit given at Trinity College in Washington, D.C. and at Webster College in St. Louis, Missouri. A past president of Parent Cooperative Preschools International, Mrs. Jones consults nationally in the areas of preschool and day care administration, parent education, and home-school-center involvement.

--Sources of power

--What happens when you give power away

--How a leader can gain a "plus" power credit

--How to get the "maximum effort" instead of the "minimum effort"

--The "organizational lag"

--Successful leaders' characteristics

--Causal, intervening and end result variables in ECE administration

--The difference between leadership and administration

--Social exchange - how to make interactions work for you

--Increasing your power and leadership abilities

For information
Early Childhood Education
Administration Institute
Trinity College
Washington, DC 20017